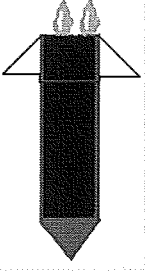
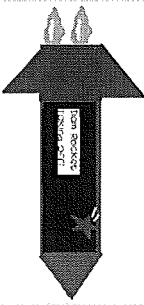
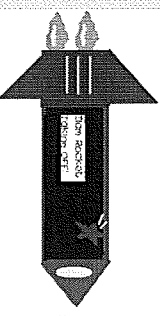
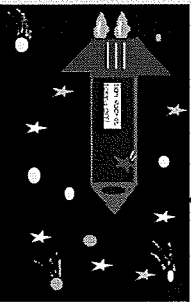


Rubric of Shared Expectations of Effective Pedagogy at Ilam School

	Apprentice – Aware Understanding & Knowledge	Practitioner – Capable Analysis & Application	Expert – Inspired Evaluation & Synthesis
 Gaining Shape	 Gaining Speed	 Taking Control	 Flying High!
Using self-regulated learning strategies & tools	Some SRL strategies and tools introduced and utilised in a limited manner.	Many SRL strategies and tools introduced and utilised in order to help students become self-managing learners. However, teacher control is more evident than student control.	Many SRL strategies and tools are embedded as effective teaching practice and students are developing as self-managing learners. Students are controlling their learning environment as opposed to the teacher.
Sharing learning intentions & co-constructing success criteria with students	Learning intentions are shared and success criteria are co-constructed sporadically. The learning intentions are often not clear, visible or easily understood by all learners.	Learning intentions are shared and success criteria are co-constructed frequently. The learning intentions are usually clear, visible and easily understood by all learners.	Learning intentions are shared consistently and success criteria are co-constructed. The learning intentions are clear, visible and easily understood and interpreted by all learners.
Giving quality feedback	Feedback occasionally relates to the learning intention and is usually in oral form. It sometimes relates next learning steps.	Feedback often relates to the learning intention and is offered orally, verbally and in written form. It usually relates next learning steps.	Feedback always relates to the learning intention and is offered orally, verbally and in written form relating progress and next learning steps.
Using the inquiry process	The inquiry process is utilised at an instructional level that is process driven as opposed to developing deep understanding.	The inquiry process is mainly utilised at an instructional level but includes some strategies designed to help the learner develop a deeper understanding.	The inquiry process is utilised as a vehicle to develop deep understanding. The inquiry is co-constructed with learners, honours student voice and has meaning for the learner.
Utilising effective questioning skills	Simple open & closed questions are used frequently. A number of open thinking questioning strategies/activities are utilised but time for synthesising new ideas is limited.	A variety of thinking/questioning strategies/activities are frequently utilised and opportunities to synthesise new ideas is sometimes provided.	A variety of effective thinking/questioning strategies/activities are embedded in all programmes and opportunities to synthesise new ideas are always provided.
Modelling in multiple modes	Modelling is undertaken for direct teaching purposes only. Models/exemplars are displayed on the classroom walls but are only referred to occasionally by both the teacher & students.	Modelling is undertaken for direct teaching purposes in a variety of forms. A variety of models/exemplars are displayed on the classroom walls and referred to by the teacher.	Modelling is a key learning tool in a variety of forms. A variety of models/exemplars are displayed on the classroom walls and referred to frequently and purposefully by both the teacher & students.